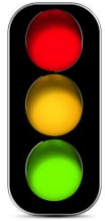


Traffic lights/emoji

- Use traffic lights as a visual means of showing understanding.
- Students have red, amber and green cards which they show on their desks or in the air. (red = don't understand, amber = understand some but not all, green = totally get it)
- Students self-assess using traffic lights, for example, against learning outcomes at the beginning and end of the lesson
- Peer assess presentations etc. with traffic lights



Articulate then answer

- Making use of “wait time”- these strategies give students the opportunity to articulate their thinking before answering –
 - 30 seconds silent thinking before any answers
 - Brainstorm in pairs first for 2-3 minutes
 - Write some thoughts down before answering
 - Discuss with your neighbour first & write answer on a mini whiteboard or similar.

Think-Pair-Share

- **THINK:** Allow 'thinking time' and direct them to think about the language/question.
- **PAIR:** Students then work in pairs to share ideas, discuss, clarify and challenge.
- **SHARE:** Share ideas with another pair or with whole class

Correction Competition

- When marking, collect inaccurate sentences from each piece of work you mark. Anonymise them if necessary.
- Type these (as you go) into a word document.
- Print the document then cut it up into strips.
- Students work in pairs / small groups to correct the mistake(s) in the sentence. Once they have corrected the sentence they show you, and if they are correct, they get another sentence to correct. This continues until you have run out of sentences. The group with the most sentences is the winner.

Checking Time

- Never give back written homework without first making sure that students spend at least a few minutes trying to check.
- Make it part of a warmer, make it part of a final recap activity, and get students who haven't completed the task to either work together in that time to finish it, or to help each other.

Feedback on the Fly

- Always have post it notes or small pieces of paper handy. When students are speaking, listen and note down any mistakes which either can't be corrected quickly. Write the inaccurate utterance / sentence and leave it on the table. When they come to the end of the activity, get the group / pair to sit and discuss what they think is the correct form. Give guidance if necessary.

Shared Review

- As a plenary, or a starter referring to the last lesson, students share with a partner:
 - 3 new things they have learnt
 - What they found easy
 - What they found difficult
 - Something they would like to learn in the future

Magical Mini-whiteboards

- Keep a mini-whiteboard or two on each table at all times, and:
 - write notes, comments, spellings, etc. on them for students during group work.
 - Students discuss ideas in pairs before writing their answer on the mini WB. (e.g. T writes an inaccurate or gapped sentence on board & ss work in pairs to write correct form) (cf. Think-Pair-Share)

Testing is good

- Testing leads to...
 - increased motivation
 - increase engagement
 - increase retention of learned items
- Have regular tests of what has been covered – and ensure these are formal, regular tests (spelling, grammar points).
- For grammar in particular, make sure **feedback** and **action** is the focus of the test, **not** the score (sorry, Maths...).
- However, in a spelling or vocabulary recall test, having simple numerical targets (e.g. get 8/10 next week) can improve overall performance by students as it encourages them to think about strategies to improve.

Online...

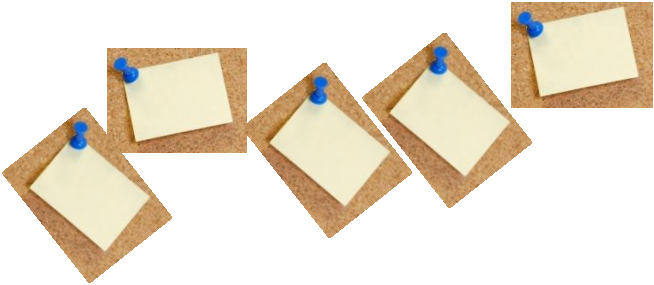
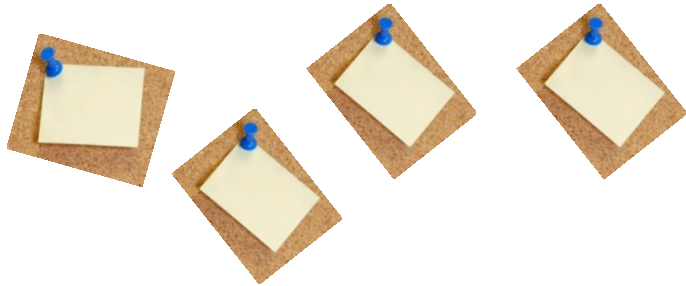

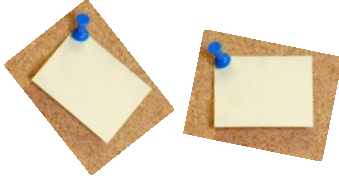
- **KAHOOT:**
 - Use quizzes on kahoot.com to check learning or set quizzes as part of a lesson. Students can write their own to set for each other.
- **PADLET:**
 - Have a padlet wall which you use to record learning across a lesson or series of lessons.

Recording Learning

- Draw a chart like this on a piece of paper/whiteboard & use this to record learning during the lesson (this also allows for the recording of emergent as well as planned language).
- Students can use this to review their learning.

<i>GRAMMAR</i>	<i>VOCAB</i>
<i>SKILLS</i>	<i>OTHER</i>

Post It

<p>What I have learnt?</p> 	<p>What I have found easy?</p> 
<p>What have I found difficult?</p> 	<p>What do I want to know now?</p> 

- Set an area of wall space for students to stick post it notes.
- Groups, pairs, individuals can answer.
- Instant feedback to inform your planning.

4,3,2,1

Students write down...

- 4 things I have learned
- 3 things I found easy
- 2 things I found difficult
- 1 thing I want to work on

Fun with learning outcomes

- **Share LOs as questions** to be answered by the end of the lesson (“What is the difference between present perfect & past simple?”
“How many words do you know for jobs?”)
- **Gapped LOs** - share them with students as gapped texts on desk
- **Predict the LOs** - students discuss what they might be learning based on a warmer then compare ideas with the teacher’s ideas